

EFI Group SEND Policy



Divisions:

- Fashion Retail Academy
- London College of Beauty Therapy
- Education for Industry Training

Last Reviewed September 2025

Next Review date September 2026

The EFI's Special Educational Needs and Disability (SEND) Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation; The Children and Families Act 2014 and The SEN and Disability Regulations 2014 and The Equality Act 2010.

This policy is designed for students with special educational needs and disability to have equal opportunity to education, whilst keeping their voice central to all decision making, and to facilitate the making of reasonable adjustments where necessary so as not to put the students in a disadvantaged position.

This policy is provided to all staff at induction alongside our Employee Handbook.

This policy will be reviewed in full by the Governing Body on an annual basis.

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Section 1 Introduction

The purpose of the EFI's Special Education Needs and Disability (SEND) policy is to ensure every student is given the same opportunity and that students with SEND needs are supported according to their needs, to enable them to achieve their full potential.

In doing so, the EFI seeks to acknowledge the learning needs of all our students, monitor those needs, and employ strategies to meet them. We support the general principles as detailed in the SEND Code of Practice 2014 and are guided by the [Further Education: guide to the 0 to 25 SEND code of practice \(2014\)](#). The EFI complies with its duties under the Equality Act 2010 in relation to this policy. We aim to ensure that adequate accessibility and provision can be made for all students who are admitted to the academy.

Section 2 Aims

2.1 The EFI is committed to promoting the highest possible levels of achievement for all members of its academy community, valuing all learners equally and developing their enthusiasm for learning. This is achieved through a whole academy approach following the guidelines of the [Special educational needs \(SEN\) code of practice \(2014\)](#) and the guidance issued by the Equality and Human Rights Commission under the [Equality Act 2010](#). Staff members strive to ensure that every student, admitted to the EFI, is valued as an individual and will receive the best possible education, to enable them to reach their full potential. Teachers have high expectations in every area of the curriculum and accentuate positive behaviour in work and attitude. We recognise that all students have individual needs, but not necessarily defined as learning needs.

2.2 The aims, within the limits of available resources are to:

- a) Maintain equality of opportunity for all students. Ensure that disabled students are not treated less favourably or placed at a substantial disadvantage on account of their disability in regard to the educational, or pastoral provision available to those who are not disabled, and reasonable adjustments are made accordingly, in line with Disability Discrimination legislation under the Equality Act 2010.
- b) Make our teaching stimulating, focused and challenging, matching our approaches to the age, gender, interest, experiences and identified learning needs of our students.
- c) Demonstrate that students with learning needs are receiving a broad, balanced and suitably differentiated curriculum.
- d) Recognise that it is our responsibility to meet the learning needs of students so that they make progress and experience success.
- e) Encourage students to be happy, confident, tolerant and caring, and to share in the planning and evaluation of their learning.
- f) Provide a whole department learning needs approach, to support students with emotional and/or behavioural difficulties.

- g) Establish a diagnostic assessment process, which will identify individual learning needs in a prompt and thorough manner.
- h) Set appropriate objectives and targets based on identified needs and regularly review these targets.
- l) Provide staff training and development opportunities.
- j) Work in partnership with teachers and other EFI staff to meet the learning needs of the student.
- k) Reflect upon and evaluate provision annually.
- l) To strive to ensure that no student is discriminated against –in any area of academy life, on the basis of their disability and / or SEND and reasonable adjustments are made accordingly.

2.3 Roles and Responsibilities

Role	Name	Contact details
Principal and CEO	Lee Lucas	Lee.Lucas@efigroup.ac.uk
Director of Student Services & Safeguarding	Kelly Barry	Kelly.Barry@efigroup.ac.uk
Head of Learning Progression, SENCO	Terry Delaney	Terry.Delaney@efigroup.ac.uk
Learning Progression Team	This comprises relevant members of the student services team including the Deputy SENCO, Learning Support Assistants, EHCP Coordinator, Teaching Assistants and academic coaches	LearningProgression@efi.ac.uk

2.4 It is the responsibility of *every* member of staff and visitors to the EFI group to ensure that they carry out the requirements of this policy and, at all times, work in a way to promote the educational welfare of **all** of the students with SEND within the EFI group.

2.5 The Governing Body

The EFI’s Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to promote the educational welfare of our students with SEND, we also have a named governor who champions SEND within the EFI.

2.6 The Governing Body will ensure that:

- The SEND policy is in place and is reviewed annually, is available publicly via our website and has been written in line with current SEND UK legislation.
- A senior member of staff from the leadership team is designated to take the lead responsibility for SEND across the EFI.
- All staff receive a SEND induction and are provided with a copy of this policy on induction.

Section 3 Definitions

3.1 Definition of a Learning Need:

'A student has Learning Needs if they have a learning difficulty, which calls for some additional or reasonably adjusted educational provision to be made for them'. The term 'learning need' covers a wide variety of conditions and may include dyslexia, dyspraxia, dyscalculia, ADHD, speech and language disorders, ASC, sensory and physical and emotional and behavioural difficulties.

Clarified as:

- a) A student has a learning difficulty if he has a significantly greater difficulty in learning than the majority of students of the same age.
- b) Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in a similar educational setting.

3.2 Exceptions. A student is not to be regarded as having a learning need:

- a) Solely because the language or form of the language of their home is different from the language in which he will be taught.
- b) Because the student finds a subject difficult or complex, as there are often disparities in the speed with which students learn.

3.3 Inclusive Values: 'Every teacher is a teacher of SEND'

We are committed to ensuring that all students, no matter what their starting point, achieve to their full potential during their time at the EFI. The following values underpin our work and resources both human and material will be deployed in agreement with the parents and according to the overall capability of the college, to manage the SEND needs of any and all students who require such support:

- a) To ensure that every student should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community.
- b) To ensure equal access to all students to the broad curriculum to which they are entitled; within a supportive, caring community, encouraging each student to achieve their personal best and develop into an independent

individual, and is fully prepared to take their next step in their education with enthusiasm and confidence.

c) To seek to identify the needs of pupils with SEND as early as possible.

d) To enable all students to participate in education fully and effectively by providing interesting and well differentiated learning.

e) To ensure that all college staff are aware of each student's needs so that such needs may be met in all academy settings and make reasonable adjustments as necessary.

f) To work in partnership with parents and students to ensure their views are considered.

g) To regularly monitor the progress of all students to ensure that no student falls behind or fails to make progress.

h) To accommodate examinations concessions in accordance with the relevant recommendations made in full diagnostic reports, for example, dyslexia/dyspraxia (as stated in current JCQ Regulations and Guidance).

Section 4 Learning Needs Provision

4.1 Learning Needs

Provision means educational provision, which is additional to, or otherwise different from, the standard educational provision made generally for other students in the same year EFL. This applies within the context of the EFL student population and not the general population. There is a designated SENCO together with a number of Learning Support Assistants. The underlying principle, within the EFL however, is that students' needs will be met and responded to in the first instance through classroom differentiation and quality teaching.

Section 5 Overall Objectives

5.1 In seeking to support students who experience difficulties in accessing the curriculum the EFL will:

a) Assess, provide for and review the progress of students whose learning is giving cause for concern (we are currently using screening tools from GL Assessment; Lucid Exact to identify those that may need adjustments for GCSE examinations, and LADs Plus to identify probability of Dyslexia in those students that are experiencing challenges or wish to be screened) and/or external assessor as required.

b) Monitor and evaluate learning needs provision.

c) Provide training, support and information for all staff so that needs are successfully met in the classroom.

d) Foster a close working relationship with parents and, where appropriate, external agencies.

e) Ensure students have a sense of involvement in their additional provision.

Section 6 Identification, Monitoring and Assessment

6.1 DEFINITION OF SEND STUDENT

The Equality Act 2010 defines 'disability' as: *"a physical or mental impairment with a substantial long-term adverse effect on a person's ability to carry out normal day-to-day activities"*. The Education Act 1996 says that a student has Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. In other words, where a formal diagnosis of the provision provided to the classroom teachers indicates the possibility of the need for enhanced levels of support.

6.2 Upon entry, the EFI welcomes all students who meet the entry requirements. However, the EFI is not a specialist provider for special educational needs. Parents and Students are obliged to:

- a) Inform the College of any known specific learning difficulty at the time of application for a place.
- b) To indicate the nature of any support their child may be receiving outside of the standard required within the context of a student's current educational setting. The practical implications of a student's needs are taken into consideration during the selection process and interview.

Enrolled students

6.3 All students are monitored throughout their time at the EFI and assessment results together with teacher observations will highlight students who may benefit from additional support. Parents also have the right to raise concerns which will be investigated and managed accordingly.

Diagnosis of Learning Difficulties

6.4 Teachers are often the first to recognise or suspect Learning Difficulties in students. That is largely because the symptoms typically affect academic performance or disrupt the rest of the class and teachers are with students for most of the day, for months out of the year. However, students also develop their own coping strategies and the practices which are in place in their educational setting may also respond in part to the difficulty, so masking the nature of the disability. Thus stated, teachers work with many different students and they also come to know how students typically behave in classroom situations requiring concentration and self-control. When they notice something outside these norms, they may speak with the EFI SENCO or the parents about their concerns.

6.5 Teachers cannot diagnose Learning Difficulties. They can report what they have observed and recorded, and the SENCO may be able to conduct some screening but after that, a professional would need to evaluate your student to see if they have a Specific Learning Difficulty. Such a diagnosis will be helped

by observations of a student's behaviour and practices. The teacher, sometimes past teachers, will play a key role in the process. The professional who makes the diagnosis is usually a specially trained specialist, doctor, psychiatrist, paediatrician or psychologist for instance.

6.6 Relevant information on Learning Support is available to all staff and shared with key staff as the student progresses through their course at the EFI.

Section 7 Provision of Support

7.1 Once a need has been identified, the student identified is entered onto the SEND register. This categorises learning needs in relation to levels of support. Parental and student views [where appropriate] are considered at every stage.

7.2 Levels of Support

- a) The student's diagnosed difficulty is acknowledged to ensure awareness by teachers in adopting certain practices, the majority of which are standard within the range of teaching tactics staff would ordinarily use, but would be more specifically applied, to assist the student.
- b) Students require specific additional adjustments in class (e.g. use of laptop computer). These students may have an Individual Learning Plan (ILP) or had support at their previous educational setting (relevant documentation required).
- c) Students are identified as requiring some form of intervention. The strategy can be in class support with a Learning Support Assistant (LSA), withdrawal from classes for individual support and/or modifying the individual's curriculum as necessary. Where intervention includes any changes to the curriculum delivery or assessment processes, approval of the adjustments will also have to be sought from the relevant Awarding Body and reflected within any individual plan.

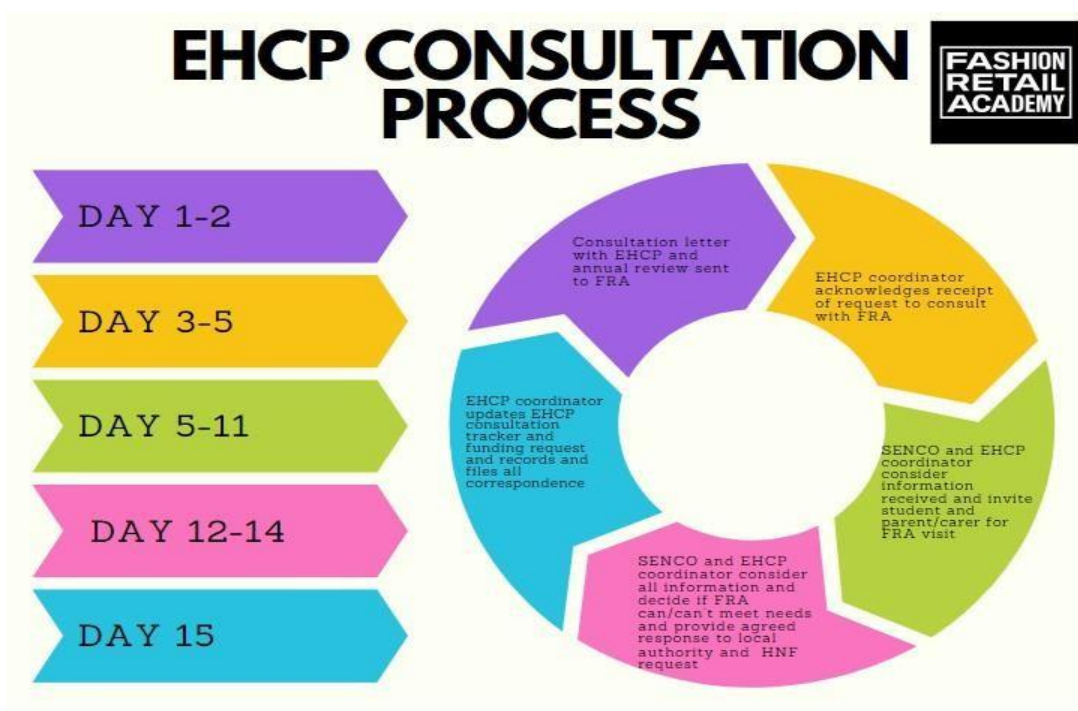
This level would include;

- a) Any student who was having regular support through an outside agency (e.g. occupational therapy, speech and language therapy) relating to their specific needs. Such provision by definition is specialist and would require separate financing by parents / guardians /carers.
- b) This classification would categorise a student who is currently holding an Education Health Care Plan (EHCP) from a Local Authority.

Section 8 Support Planning

8.1 The EFI will seek to identify SEND students and put in place the combination of approaches to be adopted depending on the need of the individual. This may encompass individual tuition, EFI work and /or in-class support.

8.2 The EFI will support and advise parents wishing to request an Education Health and Care needs assessment for their child. This will extend to completing and compiling relevant supporting paperwork as requested as part of the application.



8.3 Where Education Health and Care plan has been issued, the EFI Learning Support Department will assist with administration and meetings relating to annual reviews. The EFI acknowledges that EHCPs are confidential and access to them is limited and disclosure only permitted with parental consent or other specific circumstances.

8.4 Withdrawal for support lessons is intended to support literacy, numeracy or curriculum work. Resources and advice can be provided to facilitate self-help and parental support strategies, Intensive dyslexic training or therapies are not ordinarily available.

8.5 The EFI Learning Support Department aims to support students to achieve the best of their ability. It must be understood that the EFI cannot guarantee the specific results from the strategies being adopted, nor can it undertake to identify every instance of specific learning difficulty that may exist in the EFI.

Section 9 Parent Liaison

9.1 Although the Tutor continues to be the key point of contact for all student issues, where concerns over Learning Support issues arise, these are to be directed to the SENCO. This contact is encouraged to ensure direct contact and specialist focus on the issue.

9.2 Parents of those students who receive formal learning support (or who are being assessed for specific learning needs) will receive regular updates via e-mail or telephone as matters materialise.

9.3 Learning Needs students will have written reports commenting upon provision and progress according to the EFI's reporting schedule, with further formal feedback provided at Parents' Evenings as necessary. In certain instances, parents will be invited to attend a separate meeting so that the planning and/or review process can be completed.

Section 10 Access Arrangements for Public Examinations

10.1 Students with specific learning needs may qualify for 'examination access arrangements', e.g. extra time for GCSE and GCE examinations. It must be understood that the formal diagnosis of SEND must be in place well in advance of application for such a request and the EFI must have evidence supporting the requirement to validate the claim when directing this to the examining EFIs.

10.2 Successful application for such arrangements to be made to the Examining Boards will depend on ongoing 'evidence of need', 'evidence of provision', and suitable recent assessment results, and must be based on the current JCQ Regulations for Examination Access Arrangements.

10.3 All student documentation required for JCQ inspection will be stored securely in accordance with GDPR and JCQ Guidelines & Regulations.

10.4 For further details, please refer to the EFI

- [Equality & Diversity Policy](#)
- [EFI Reasonable Adjustment Process](#)

Section 11 Higher Education Students

11.1 The EFI is committed to meeting its responsibilities under equality legislation including the Equality Act 2010 as outlined in this policy. All Higher Education Students will have access to the Exact screening tool should they wish to gain a better understanding of their personal learning challenges. All students are also entitled to book or drop in to a study skills session with a Learning Support Assistant, regardless of need.

11.2 All new Higher Education Students with a declared need will be encouraged to apply for Disabled Students Allowance if they have not already done so. Those with approved Disabled Students Allowance will be supported in line with the recommendations made.

11.3 This policy should read in line with Falmouth University Equality & Diversity Strategy; www.falmouth.ac.uk/student-regulations

Section 12 Training

12.1 All curriculum and learning support staff are trained to understand and meet the needs of students with the most common special educational needs. This includes training in awareness of the needs of students with Autism Spectrum Condition, Specific Learning Difficulties/Dyslexia, Social Emotional and Mental Health Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Speech, Language and Communication Needs.

The EFI is committed to creating and maintaining inclusive learning environments (for example, learners have access to wellbeing space when they feel anxious; lessons/activities are planned to meet the learning needs of all learners).

Initial SEND Introduction	Introduce basic SEND concepts, legal requirements, and college policies.	Induction	Establish foundational SEND knowledge for all new staff.
Adaptation and Differentiation Workshop	Hands-on workshop on adapting lessons for diverse needs. Practice sessions on applying differentiation in class.	Bi-annually	Equip staff with practical skills for creating adaptable, inclusive lessons.
Assistive Technology Training	Training on the latest SEND assistive technologies. Strategies for integrating tech into teaching.	Annually	Enhance the learning environment with technology suited for SEND students.

Collaborative Planning Sessions	Facilitated group sessions to develop inclusive lesson plans. Sharing of successful strategies among staff.	Quarterly	Foster a collaborative culture, encouraging innovation in teaching methods.
Peer Observation and Feedback	Pair staff with experienced mentors for classroom observations. Provide constructive feedback focused on SEND strategies.	Twice per term	Offer real-world insights and improvements on implementing SEND strategies.
External Expert Masterclasses	Invite/share SEND experts to share insights and advancements. Cover topics like emotional intelligence, behaviour management.	Bi-annually	Bring external perspectives and cutting-edge practices into the college.
Online Learning Modules	Develop and provide access to online courses on SEND topics. Include interactive, scenario-based learning.	Access anytime	Offer flexible learning options for staff to enhance their SEND knowledge.

Section 12 The EFI SEND Information Report

Current provision given to SEND students and their families will include the following:

- a) Meetings with parents / students as required.
- b) Screening using GL Assessment, EXACT screening or assessor for Examination Access Arrangements in line with current JCQ Guidelines.
<https://www.gl-assessment.co.uk/>
- c) Ongoing monitoring and referral as required. Reasonable Adjustments as necessary.
- d) Ongoing liaison with Specialist teachers / Educational Psychologists / outside agencies as necessary.
- e) Ongoing liaison with student / parents / staff / pastoral staff as necessary.
- f) Ongoing monitoring / tracking progress and development of pupils engaging students and parents in decision making and planning.

This policy is reviewed annually by the Senior Leadership Team in conjunction with the SENCO. The Governors will monitor its effectiveness at a policies audit committee.

For further guidance, please refer to the following EFI policies for additional information on student learning:

[Learning, Teaching & Assessment Policy and Procedure](#)
[Equality & Diversity Policy](#)
[Reasonable Adjustment Process](#)
[Medical and First Aid Policy](#),
[Safeguarding Policy](#)

Appendices

Graduated SEND Approach four-part cycle
SEND personnel and further contact details across EFI group
SEND EFI group procedure flowchart